



Healthy Child Care NEWSLETTER



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Avoiding **Power** Struggles

By Lisa Eberle-Mayse, Director of Inclusion Services, United 4 Children

Guiding children's behavior is one of the most important aspects of being an early care and education professional. It can also be one of the most challenging! At one time or another, most of us have found ourselves engaged in a "battle of wills" with a young child—wondering how we got into this argument, and how to get out of it! Learning to avoid these power struggles is an important step towards effective guidance and discipline in our programs. The following tips can help—

- **Take a deep breath.** It may sound simple, but taking a deep breath helps you approach any behavior challenge from a calmer place.
- **Pick your battles.** Is the behavior you are "correcting" something that needs to be corrected? Could the child be re-directed or distracted? Can the behavior be ignored?
- **Look for the intent of the behavior.** Sometimes children will "act out" to try to communicate a legitimate want or need. Is the child hungry? Tired? Scared? Meeting the underlying need can eliminate the challenging behavior.
- **Keep your directions simple, and be sure to tell the child what they CAN do.** "No-Stop-Don't" are not always effective in stopping a challenging behavior. Telling a child what we DO want to see gives them a concrete way to respond.
- **Count to five.** Often children need time to process and respond to a direction. Counting to

five can help you give children a chance to comply before a power struggle ever starts.

- **Build in choices.** We can often offer children choices that help them take ownership of their behavior. Being on your cot for naptime may not be a choice, but perhaps whether the child sits or lies down; puts their head at one end or the other; or has their blanket on top of or underneath them can be.
- **Try not to argue, bargain or threaten.** If you're sure that your request or direction is appropriate for the child's age, developmental level and the situation at hand, be prepared to support the child in following through in a calm, matter-of-fact, but reassuring manner. "I know you really want to keep playing with the Legos. You can play with them again this afternoon. Now let's go wash your hands for lunch."
- **Use non-verbal cues.** Putting your hand out for the child to take and walk with you, patting the seat next to you or pointing to the bathroom can be effective communication tools when words aren't working.

Supporting young children in learning to manage their emotions and behavior can be challenging—but the end result is worth it! If you need assistance or support in your work with children with challenging behavior, please don't hesitate to contact your local inclusion specialist! Visit <http://health.mo.gov/safety/childcare/pdf/inclusionservicesmap.pdf> for contact information.

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Fresh and Fun

Eat Smart This Summer!

by Lisa Schlientz, MPH, IBCLC, Nutrition Consultant

He's a little guy, only two years old, but he toddles through the farmers market with the ease of familiarity. Mostly, I range just behind him, keeping a watchful eye on him and looking for bargains. When he spies the table he's looking for, he jumps into overdrive before I can catch him. His whole world narrows down to that table full of gorgeous heirloom tomatoes, strung out across the cloth like rubies. He zooms in on the biggest, reddest, ripest tomato of all, and it's in his mouth before I can act. As he consumes it with the sort of joyous greed we normally associate with sugary treats, the farmer smiles gently at my flustered self, and says, "No charge. It sure is good to see a child enjoy a vegetable."

As my son has gotten older, he's developed better manners. He no longer snatches fruits and vegetables off the tables, but he does still beg me to buy the reddest tomatoes, the biggest watermelons, and the crispest lettuce. As adults, we often believe that children just don't like fruits and vegetables much, especially vegetables. They seem like natural enemies, but nothing could be further from the truth! When fruits and vegetables are attractive and tasty, children enjoy eating them. The key in childcare is in making them both attractive and tasty, while keeping on-time meal service and staying within a budget. June is National Fresh Fruits and Vegetables Month, so let's take a look at getting fresh with your food service!

1. **Have a plan.** Using cycle menus can help you plan your overall food service, which increases the variety of foods served while decreasing costs. Having a menu plan will help you shop for just the foods you need each week, so that waste is reduced. No one wants fresh veggies and fruits to spoil because they were purchased but never offered! If you aren't using a cycle menu now, look back at records of what you've served over three to four weeks, and start building your menu

there. Consider having menu cycles for both warm and cold weather to make the best use of seasonal fruits and vegetables. USDA recently published new recipes that can help you if you run out of ideas!

- Find the new recipes at <http://www.fns.usda.gov/usda-standardized-recipe>. Find the whole recipe collection at <http://www.whatscooking.fns.usda.gov/>.

Find menu planning help at www.health.mo.gov/eatsmart. Check out the Eat Smart program guidelines, and then look under "Resources" for menu planning and recipes!

2. **Keep the plan flexible.** Some fruits and vegetables are available at good prices year round, like apples or lettuce, while others see big price drops while they're in season. I'm looking at you, watermelon and sweet corn! Take a look each week to see what fresh fruits and vegetables can be subbed in for canned or frozen varieties. Try to offer a variety of colors, textures, temperature and flavors, especially at lunch or dinner. Children eat more when plates are colorful and interesting, which reduces waste. Remember to record substitutions on your menus for CACFP documentation.
3. **Shop Smart.** Sit down each week with local circular ads, or check out ad watcher websites, to see what kinds of sales will be available. Alter next week's menu and shopping list to include your fresh fruit and vegetable choices. If you use a large food supplier, call your company sales rep and ask if they offer seasonal deals on fresh produce. Work together to freshen up your menu while keeping costs down!

Do an internet search for local stores or price matching websites to find sales information online. Store ads may also be delivered to your mailbox!

4. **Shop local.** Summer is a great time to take advantage of all the wonderful fruits and vegetables grown by Missouri's farmers! Farmers markets and Community

Supported Agriculture groups (CSAs) offer fresh and unusual locally-grown fruits and vegetables. For some providers, however, these avenues seem too expensive or unreliable for food service. Talk to your local farmers about other options they may offer. Many farmers will offer discounts on imperfect fruits and vegetables that don't sell well at the market, but are still perfectly acceptable for food service use. They may also be willing to offer your business a discount on any merchandise that doesn't sell by the end of market. Building relationships directly with farmers pays off! If you shop with a large supplier, ask your sales rep what local foods they offer, and encourage them to offer more!

To see what is available in your area, go to <http://agrimissouri.com/mo-grown/>.

5. **Store carefully.** Some fruits and vegetables, like berries, don't keep as well as others. Coordinating menus and shopping can help keep spoilage to a minimum! Plan to use fruits and vegetables that spoil quickly in the first day or two after purchasing, followed by those that have a longer shelf life. The University of Missouri Extension program's website shows when foods are in season in Missouri and how long they can be stored. Visit <http://seasonalandsimple.info/>. They even have an app, so the information is available right on your smartphone!

Guidelines for purchasing and storing fruits and vegetables for the longest shelf life can be found here: http://www.fns.usda.gov/sites/default/files/quality_intro.pdf. Be sure to look at the info on ethylene and ripening! Kids love science experiments, and watching fruit ripen differently based on proximity to other foods would make an awesome one! This is the basis of the saying, "One bad apple spoils the barrel".

6. **Consider prep time.** Buying the freshest fruits and vegetables does no good if you don't have time to get them on the table. When you plan menus, consider how long it will take to prepare each item and what equipment will be necessary. If a fruit or vegetable takes longer to prepare, match it with a menu item that takes less time. Write a daily to-do list to keep yourself on track, and then keep that list with your menus for future use!
7. **Engage children.** Kids eat more when they feel a

sense of ownership. Talk to children about where the food they eat comes from and how it is grown. Invite farmers, a master gardener or the manager of the local farmers market to speak to children about how food is grown in Missouri. Ask speakers if they can bring samples of locally grown food, or coordinate a taste test with the talk. Taste tests are a great way to offer children a chance to sample some of the more unusual offerings at farmers markets, such as yellow watermelon or purple carrots! These more expensive produce options can also be mixed with less expensive fruits and vegetables for a menu option. If possible, organize a field trip to your local farmers market so kids can see all the goodies first hand! Consider fund raising or asking parents to provide a small amount of money for the trip, then give each child a voucher to use to 'shop' at the market. Coordinate plans with your market manager!

Check here for your local Master Gardener's program <http://mg.missouri.edu/> and for your local farmers market at <http://agrimissouri.com/mo-grown/>.

8. **Integrate learning.** Have a fruit and vegetable themed week! Look for games, worksheets and painting projects online that promote eating fruits and vegetables and gardening. Encourage children to tell stories about their experiences visiting the farmers market or growing a garden. Stock your centers with play fruits and vegetables, a basket, a wide brimmed hat and some gardening gloves so that kids can pretend they are farmers too!

Check out the Team Nutrition resource library for free materials at <http://www.fns.usda.gov/tn/resource-library>.

9. **Enjoy the benefits!** Offering more fresh fruits and vegetables improves the health of both kids and staff. When children feel connected to healthy options, they eat more and learn more! Try incorporating these tasty options into your food service!



Active Supervision!!!

As we transition into these warmer months, children will spend more time outside of the classroom. While going on short unscheduled walks or taking a field trip can greatly enhance the learning opportunities for the children in your care, it is important to make sure that everyone is prepared and trained so that safety is the number one priority. Supervision can be a difficult task because children are naturally curious, easily distracted and extremely active. They develop understanding as they explore the world around them and from their perspective, nothing is off limits.

It is essential to actively and intentionally observe the children in your care at all times. This can be supported by setting up the learning areas, both indoors and outdoors, so staff will have clear visual lines to all areas where children can go. Staff should circulate in an unpredictable pattern throughout the space so they are able to hear and see what children are doing and where they are going at all times. If multiple staff members are working with the same group or in the same area it is essential to coordinate efforts to ensure that all children in all areas are will be supervised effectively.

Count! Re-count!! Then count again!!! It is critical for every staff member to know the exact number of children in the group they are responsible for at all times. Head counts should be taken frequently. If a child joins or leaves a group, be sure all staff knows the updated number of children in the group. (ex: "Sara left and now we have 15 children." or "Mike and John have joined us and now we have 17 children.") Additionally, staff should frequently do a face-to-name check of the children in the group. Face-to-name checks should be conducted whenever a group transitions from one area to another. (e.g. classroom to playground, classroom to lunch room, playground to classroom, classroom to bus, etc.) Do not leave an area unless you have confirmed that all children are present. Immediately upon arrival at the next location do another face-to-name check to make sure that the entire group is still together.

When combining groups, as often occurs at the end of the day, or dividing groups as children arrive in the morning, it is important to establish a practice so there is never any question as to how many children and who specifically each staff member is responsible for supervising. During

arrival and departure, it is important to personally greet or dismiss each child using eye contact and verbal

communication with the adult dropping off or picking up a child. Position yourself so you can still maintain supervision of the entire group.

When transporting children, face-to-name checks will assist in ensuring that every child gets on and off the vehicle at the appropriate times. After the vehicle is unloaded both at the destination and at the facility, a staff member should check on and under every seat to make certain that no child is still on the vehicle. This check needs to be conducted every time children are transported in a vehicle without exception! (19 CSR 30-61.200 FH or 19 CSR 30-62.212 GH/C)

When a child cannot be located, immediately have the class stop all activities and go to a collective area. (e.g. "everyone put your hand on the fence", "everyone sit on the rug", etc.) It is helpful to have a code word or phrase that is practiced by caregivers and children, so everyone knows there is an emergency situation. Immediately do a face-to-name check. If a child is not in your group, follow your facility's policy in the emergency plan for a missing child.

Active and intentional supervision will lessen the possibility of a child wandering off or intentionally leaving an area. Regular counting, including face-to-name checks, will alert staff to any potential situation so they will be able to stop a child before they get too far away or into a potentially dangerous situation.

- 19 CSR 30-61.175 Child Care Program – Family Child Care Homes
- 19 CSR 30-62.182 Child Care Program – Group Homes and Child Care Centers



Campfire SAFETY

by Jimmy Henderson, Division of Fire Safety

Neither the Missouri Department of Health and Senior Services Section for Child Care Regulation nor the Missouri Division of Fire Safety advocates campfires in child care settings. This information is intended for families and children that enjoy outdoor activities that may include campfires.

As the weather warms up, many people and their families become more active in the outdoors. Campfires are used for both cooking and for recreational enjoyment; just sitting around and enjoying the comfort of the mesmerizing flames. With this enjoyment comes the responsibility and danger that is ever present anytime fire is involved. Following a few safety precautions for campfires will make your experience more enjoyable, leaving pleasant memories for a lifetime.

If your clothing catches on fire, remember to “STOP, DROP and ROLL”. Running introduces more oxygen to the burning article of clothing and intensifies burning. Despite the instinct to run in a panic situation, the STOP, DROP, and ROLL technique will deny the fire of oxygen and will help put it out. NEVER stand too close to the fire and always maintain good situational awareness to ensure you never get too close. Never assume you will FEEL the heat before your clothing catches on fire. Never wear loose fitting clothing around an open fire. If possible, always have a phone nearby so you can call for assistance in the event of an emergency. Remembering the following rules will lessen your chances for a mishap and will increase your likelihood to enjoy your outdoors experience.

Here are some things to keep in mind for open campfires:

Location of your fire:

1. Know your surroundings and choose the location for the fire carefully, being aware of the surroundings and weather conditions. Never build a campfire in a hazardous location or when dry or windy conditions would promote the spread of fire. Always be aware of local area rules concerning campfires, in the specific location you are in.
2. Always use a fire pit or fire ring of noncombustible material and keep the fire and hot coals/ ashes contained in the pit.
3. Ensure the fire pit is located at least 15 feet from tents, shrubs, trees or any other combustible items. Be aware of branches or other overhead items located above the fire pit area. If a fire grows too large, heat and flames could ignite things above the fire.

4. If possible, always have a water hose/water source available. If a water hose is not practical, have a bucket of water at your site.

Building your fire:

1. Keep your fire small and manageable! Never begin by over-feeding the fire. Additional materials (called “fuel”) can be added later, as needed. Large fires not only pose a danger to the environment but also to the people around it.
2. Never use flammable liquids. Vapors and fumes of gasoline and other flammable liquids are heavier than air and remain low to the ground and can cover a large area. If these vapors ignite, the entire area can quickly become fully involved in flames.

When you are done:

1. Safety does not stop once the fire is lit and burning. Always ensure your fire is completely extinguished when you are finished. If possible, let your fire burn until all of the fuel has turned to ashes.
2. Wet the entire area of the fire; not just the embers. Fire and heat may remain under the ashes for several hours. Wet the area, stir the ashes with a stick, and then wet again just to be safe!
3. The plan to extinguish the fire should be known BEFORE the fire is built!

Other safety precautions:

1. Never place aerosol cans in a fire. They may explode from the heat.
2. Never put glass objects in a fire. Glass can shatter when heated, and poses a hazard even after the fire is out.
3. Never burn dangerous/hazardous items.
4. Never get too close to the fire and if clothing catches on fire, remember the “STOP, DROP, and ROLL” technique.

Despite the added risk and responsibility of having a campfire, by following these safety tips your campfire experiences will be pleasant and enjoyable for everyone.



by Barbara Keen, RD Nutrition Specialist, Missouri Department of Health and Senior Services

Growing with MO – Harvest of the Season is a new farm to preschool program being developed by the Missouri Department of Health and Senior Services through a USDA Team Nutrition grant. The program began as a pilot project with six child care centers in February 2016. These centers, located in Columbia, Springfield and the Kansas City area, are trying different strategies to strengthen the connection between young children and healthy, local foods.

What is Farm to Preschool?

Farm to Preschool initiatives connect child care, local farms and communities as part of the movement to strengthen local food systems and local economies. Generally, farm to preschool includes:

- Use of local or regionally produced food in child care meals and snacks.
- Hands-on learning activities such as gardening, farm field trips, taste testing and food related education in the curriculum.
- Increased access to fresh fruits and vegetables.
- Encouragement of seasonal eating.
- Food and environmental literacy.

Missouri's approach is to focus on 14 fruits and vegetables that are commonly grown and readily available in Missouri. Each fruit and vegetable will be promoted when it is "in season" in Missouri. This is when it tastes the best, has the most nutritional value and fresh fruits and vegetables are generally less expensive when they are in season. Check out the farm to preschool website at <http://health.mo.gov/living/wellness/nutrition/farmtopreschool/>. You will find a Growing with MO – Harvest of the Season Calendar that shows when those 14 items are in season. You can download mini-posters of each fruit and vegetable showing pictures of how it looks on the farm, in the market, and on your plate. The website also has links to many resources that can help child care providers start their own farm to preschool activities. More information will be added as

the program is developed, so stay tuned! Our program mascots, Farmer MO and Ginger will be featured in videos and other materials for teachers, cooks and children.

A farm to preschool program can include many different strategies, but no child care center is expected to do them all. Each center should focus on what is important to them. Here are just a few highlights of activities that our pilot centers are doing.

- Ozarks Technical Community College Early Childhood Education Center has worked with the college agriculture program to build four raised bed gardens. They will visit a pumpkin patch in the fall.
- Columbia's Finest Child Development Center is using taste testing, children's books and hands-on cooking experiences to introduce new foods to children and families.
- Willow Woods Learning Center is planting apple and peach trees. They are also doing teacher training and taking a field trip to Beanstalk Children's Garden.
- University of Missouri Child Development Lab is having a local chef do a series of food demos that will connect children, staff and parents with items grown in the preschool garden.
- Kerri's Kidsville/Babyville uses many fresh fruits and vegetables in their menu. They are exploring the possibility of extending the growing season by using a hoop house garden.
- Magic Kingdom has community connections with a school science teacher to help start a garden and with a farmer who will come talk to children in the classrooms.

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The pilot centers are receiving help with nutrition education from their local health departments and are using Grow It, Try It, Like It, a garden-themed preschool curriculum available from USDA. This kit is free to participants of the Child and Adult Care Food Program and can be ordered at <http://www.fns.usda.gov/tn/grow-it-try-it-it>.

The curriculum includes seven booklets featuring strawberries, spinach, peaches, cantaloupe, sweet potatoes and summer squash. Each set of lessons contains hands-on activities, planting activities, recipes, and nutrition education activities that introduce MyPlate. The kit also promotes learning at home with fun parent/child activities and family-sized recipes that give tips for cooking with children.

The strongest learning experiences may come from using a variety of activities. For example, when peaches are in season in July, try several of the peach lessons from Grow It, Try It, Like It. Take a field trip to a peach orchard or buy peaches from a farmers market if possible. Offer fresh peaches several times on the menu, including familiar ways to serve them along with some new recipes. Send parent materials home and tell families where they might buy fresh local peaches. The children will connect these activities in their minds and have lasting memories.

In the spring of 2017, Missouri's farm to preschool program, Growing with MO, Harvest of the Season will be offered to more child care centers with small grants to help implement activities.



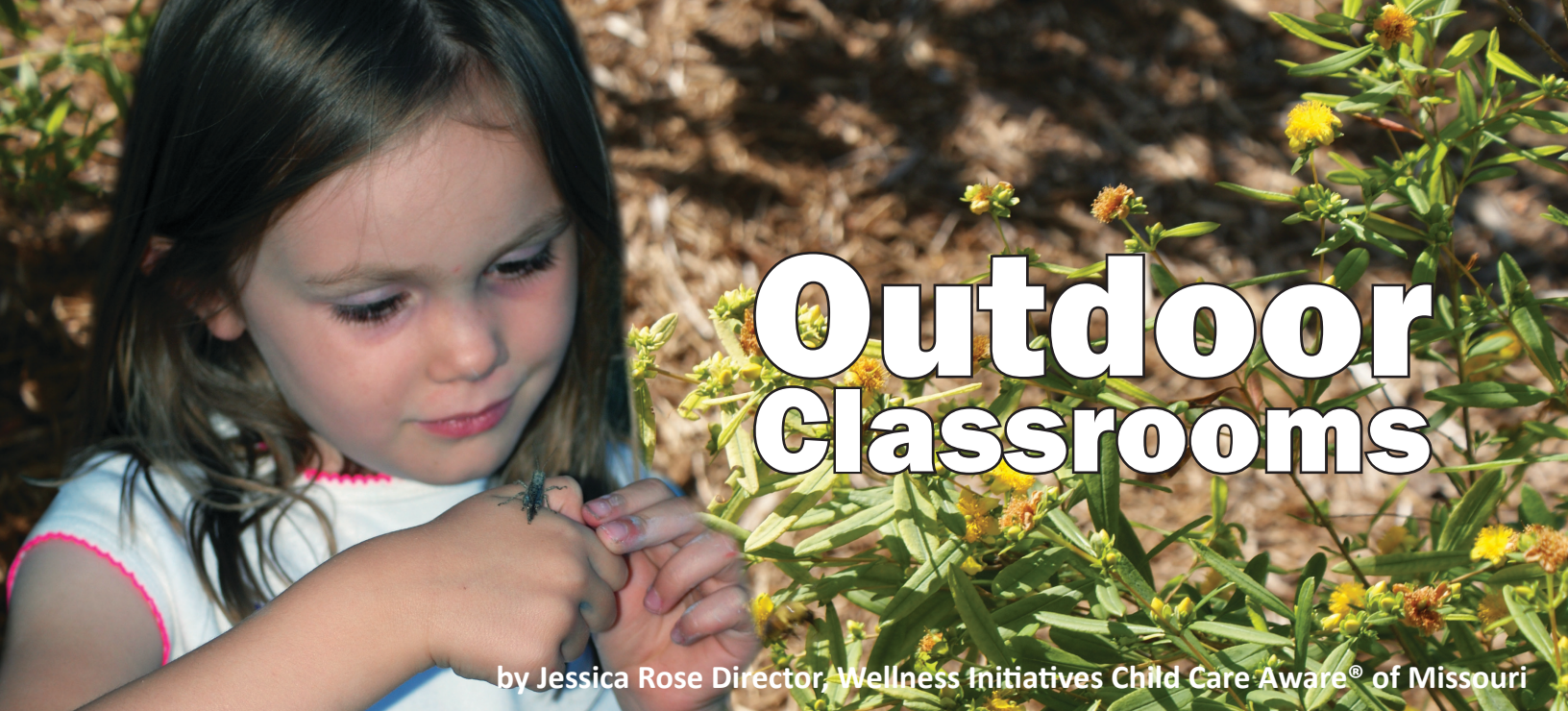
Kids & Cars



Visit KidsAndCars.org for more child vehicle safety information.

- **NEVER** leave children alone in or around cars; not even for a minute.
- Look Before You Lock! Always check the back seat and in vans, walk to the back and look under each seat.
- Put something you will need- a handbag or brief case – in the back seat each time you place a child in the car so you will remember each time you stop to check the back seat. Or, place a visual reminder in the front seat – such as a stuffed animal – each time a child is in the vehicle.
- Child care providers can create a policy with parents to contact parents IMMEDIATELY if children do not show up as scheduled.
- Keep vehicles locked at all times so children do not accidentally enter the vehicle unnoticed. If a child goes missing, immediately check vehicles, including the trunks.
- If you see a child alone in a vehicle, get involved immediately. Quickly assess if the parent is near the vehicle. Call 911 if the child is alone. If the child seems hot or sick, get the child out of the vehicle as quickly as possible.

Take Precautions... Save Lives!



Outdoor Classrooms

by Jessica Rose Director, Wellness Initiatives Child Care Aware® of Missouri

The siren song of spring calls to each of us this time of year—“Come outside! Breathe the fresh air! Take off your shoes and wiggle your toes in the grass!” For students at the Rainbow School in Kansas City, heeding that call is a top priority every day. In the school’s Outdoor Classroom, blossoming flowers, caterpillars, and “messy materials areas” encourage students to explore and engage with nature.

Interacting with the natural world provides a diverse sensory experience for children of all ages and amplifies the developmental benefits of physical activity. The problem-solving, creativity, balance, strength and coordination involved in climbing over rocks and roots introduce new connections in a growing child’s brain. Engagement with the natural environment is associated with higher levels of physical activity, as well as a decreased risk of obesity and type 2 diabetes.¹ Outdoor play may also contribute to better behavior inside the classrooms. Using “inside voices” is a lot easier if you have the opportunity to practice “outside voices,” too.

Outdoor Classrooms are an intentional way of bringing learning outdoors. In its recently redesigned play space, the Goddard School in Rock Hill created an outdoor classroom that includes messy art space, musical instruments, a magnetic wall and a block and building area. Adjacent to the outdoor classroom, a garden and greenhouse offer dedicated space to learn about agriculture, insects and healthy foods. Even their more traditional playgrounds were resurfaced with child-friendly turf that drains and dries quickly, keeping rainy days from spoiling outside time. Students of all ages go outdoors three times each day to experience their environment through a combination of structured and unstructured creative play.

Outdoor and nature-based learning lends itself to a host of creative curriculum ideas. The Goddard School uses its outdoor space to engage students in S.T.E.A.M. activities, from making “solar cupcakes” in the greenhouse to learning about the bunny family that made its home in their garden. At the Rainbow School, the Outdoor Classroom coordinator uses the Missouri Department of Conservation’s “Nature Revealed” curriculum, while also bringing in local gardening experts and developing her own developmentally appropriate nature lessons for infants, toddlers, and preschoolers.

In addition to the health and development benefits of bringing learning outdoors, reimagining child care play spaces creates an opportunity to build family and community connections. The Rainbow School tapped into parents’ enthusiasm and professional expertise to fund, design and build their Outdoor Classroom. Family and church volunteers help maintain the Outdoor Classroom and in return the school shares its beautiful natural space for community events.

As the weather warms and the days get longer, give in to your inner child and get outdoors to play. Follow the lead of the children you work with and experience nature with all of your senses. Let the trees, weather and bugs inspire you to ask new questions and work with your students to dig for the answers.

Both the Rainbow School and the Goddard School-Rock Hill have participated in the Taking Steps to Healthy Success program, sponsored by Child Care Aware® of Missouri. This unique learning collaborative model works with child care programs to promote obesity prevention through nutrition, physical activity, breastfeeding, outdoor play and reducing screen time. For more information, visit <http://mo.childcareaware.org/childcare-early-ed-staff/taking-steps-to-healthy-success/>.

¹Sharma-Brymer V, Bland D. Bringing Nature to Schools to Promote Children’s Physical Activity. Sports Medicine. 2016 [epub ahead of publication] DOI 10.1007/s40279-016-0487-z

Add Immunizations to Your



by Lynelle Paro, Missouri Department of Health and Senior Services

A new school year will be here soon. Parents and guardians registering children for school need to make sure children are up-to-date on their immunizations.

Missouri law requires that children in kindergarten through 12th grade receive immunizations to protect against certain vaccine-preventable diseases. This helps protect everyone: children, teachers, staff and the community as a whole.

A child's immunization record must be presented at school. State regulation specifies that an individual cannot attend until all required immunizations are current.

Children attending kindergarten through 12th grade are required to have the following immunizations or boosters:

- DTaP – Diphtheria, tetanus, and pertussis; or DT – Diphtheria and tetanus
- Tdap – Tetanus, diphtheria and pertussis (8th – 12th grade)
- Meningococcal Conjugate – MenACWY (8th & 12th grade)
- IPV – Polio
- Hepatitis B
- MMR – Measles, mumps, rubella
- Varicella – Chickenpox

Getting your child immunized can be easy and inexpensive. For families with health insurance, all vaccines are usually covered. Children age 18 and younger may be eligible to get vaccines free through the Vaccines for Children (VFC) program if they are Medicaid eligible, do not have health insurance, are underinsured, or are an American Indian or Alaskan Native. Doctors can charge a fee to give each vaccine. However, VFC program funded vaccines cannot be denied to an eligible child if the family cannot afford the fee.

The Missouri Department of Health and Senior Services' Back to School tools and resources are available to help remind parents and guardians to get children immunized



before school starts.

These tools and resources include a kindergarten ready award, sticker and poster, bookmark, reminder postcards (both hardcopy and ecards), fact sheets, tip card and information on the Vaccines for Children program. They are available at no cost and can be ordered at health.mo.gov/immunizations or by calling 800.219.3224.

Common Poisonous Plants and Plant Parts

NO TOXIC OR DANGEROUS PLANTS ACCESSIBLE TO CHILDREN

Many poisonous plants are so common and seemingly innocuous that you do not suspect their toxic qualities. Poisoning by plants is the fourth leading cause of poisoning in young children. It is easy to be deceived by plants...one part may be edible while another is poisonous.

Child care providers must be able to identify all plants, both indoors and outdoors, within child care space. If the

identity of a plant is not known, the children should not have access to the plant until the identity is known.

If poison ivy or poison oak is present in the child care area, they must be eliminated. The following chart lists some of the more common poisonous plants:

House Plants

Plant	Toxic Part	Symptoms
Hyacinth, Narcissus, Daffodil	Bulbs	Nausea, vomiting, diarrhea. May be fatal.
Oleander	Leaves, branches	Extremely poisonous. Affects the heart, produces severe digestive upset and has caused death.
Dieffenbachia (Dumb Cane), Elephant Ear	All parts	Intense burning and irritation of the mouth and tongue. Death can occur if base of the tongue swells enough to block the air passage of the throat.
Rosary Pea, Castor Bean	Seeds	Fatal. A single Rosary Pea seed has caused death. One or two Castor Bean seeds are near the lethal dose for adults.
Philodendron	Seeds	Toxic, since they contain varying concentrations of needle-shaped calcium oxalate crystals known as raphides.

Flowering Garden Plants

Plant	Toxic Part	Symptoms
Larkspur	Young plant, seeds	Digestive upset, nervous excitement, depression. May be fatal.
Monkshood	Fleshy roots	Digestive upset and nervous excitement.
Autumn Crocus, Star of Bethlehem	Bulbs	Vomiting and nervous excitement.
Lily-of-the-Valley	Leaves, flowers	Irregular heart beat and pulse, usually accompanied by digestive upset and mental confusion.
Iris	Underground stems	Severe-but not usually serious-digestive upset.
Foxglove	Leaves	Large amounts cause dangerously irregular heartbeat and pulse, usually digestive upset and mental confusion. May be fatal.
Bleeding Heart	Foliage, roots	May be poisonous in large amounts. Has proved fatal to cattle.

Vegetable Garden Plants

Plant	Toxic Part	Symptoms
Rhubarb	Leaf blade	Fatal. Large amounts of raw or cooked leaves can cause convulsions, coma, followed rapidly by death.

Ornamental Plants

Plant	Toxic Part	Symptoms
Daphne	Berries	Fatal. A few berries can kill a child.
Wisteria	Seeds, pods	Mild to severe digestive upset. Many children are poisoned by this plant.
Golden Chain	Bean-like capsules in which seeds are suspended	Severe poisoning. Excitement, staggering, convulsions and coma. May be fatal.
Laurels, Rhododendrons, Azaleas	All parts	Fatal. Produces nausea and vomiting, depression, difficult breathing, prostration and coma.
Jasmine	Berries	Fatal. Digestive disturbance and nervous symptoms.
Lantana Camara (Red Sage)	Green berries	Fatal. Affects lungs, kidneys, heart and nervous system. Grows in the southern U.S. And in moderate climates.
Yew	Berries, foliage	Fatal. Foliage more toxic than berries. Death is usually sudden without warning symptoms.

Trees and Shrubs

Plant	Toxic Part	Symptoms
Wild and cultivated cherries	Twigs, foliage	Fatal. Contains a compound that releases cyanide when eaten. Gasping, excitement and prostration are common symptoms.
Oaks	Foliage, acorns	Affects kidneys gradually. Symptoms appear only after several days or weeks. Takes a large amount for poisoning.
Elderberry	All parts, especially roots	Children have been poisoned by using pieces of the pithy stems for blowguns. Nausea and digestive upset.
Black Locust	Bark, sprouts, foliage	Children have suffered nausea, weakness and depression after chewing the bark and seeds.

Plants in Fields

Plant	Toxic Part	Symptoms
Buttercups	All parts	Irritant juices may severely injure the digestive system.
Nightshade	All parts, especially the un-ripened berry	Fatal. Intense digestive disturbance and nervous symptoms.
Poison Hemlock	All parts	Fatal. Resembles a large wild carrot.
Jimson Weed (Thorn Apple)	All parts	Abnormal thirst, distorted sight, delirium, incoherence and coma. Common cause of poisoning. Has proved fatal.

Plants in Wooded Areas

Plant	Toxic Part	Symptoms
Jack-in-the-Pulpits	All parts, especially roots	Like Dumb Cane, contains small needle-like crystals of calcium oxalate that cause intense irritation and burning of the mouth and tongue.
Moonseed	Berries	Affects kidneys gradually. Symptoms appear only after several days or weeks. Takes a large amount for poisoning.
Mayapple	Apple, foliage, roots	Contains at least 16 active toxic principles, primarily in the roots. Children often eat the apple with no ill effects, but several apples may cause diarrhea.
Mistletoe	Berries	Fatal. Both children and adults have died from eating the berries.

Plants in Swamp or Moist Areas

Plant	Toxic Part	Symptoms
Water Hemlock	All parts	Fatal. Violent and painful convulsions. A number of people have died from hemlock.

Treat unknown plants with respect and teach your children to do the same.



Clock Hour Training

Online child care courses offered by Texas A & M Extension are now accepted for clock hour training. Print certificate upon course completion for your records. Do not send certificates to OPEN.

Currently these trainings will not appear in your Toolbox account. Your child care facility specialist will review the certificates when verifying annual training.

Lactation Support Mini-Grant for Businesses

The Missouri Breastfeeding Friendly Worksite Program is a state-wide initiative to increase employer support for breastfeeding mothers. The Missouri Department of Health and Senior Services is offering up to \$500 to a limited number of Missouri employers to create or improve their lactation support policies and programs.

For example, funds may be used on:

- Locks on doors
- Privacy screens/partitions
- Comfortable chair
- Table or other flat surface to hold a breast pump
- Signs

To be eligible to receive a mini-grant, the employer must submit their breastfeeding support policy which must be in compliance with the breastfeeding support requirements from the Fair Labor Standards Act (FLSA). To apply, complete the attached application and budget, and submit by September 30, 2016 to karla.voss@health.mo.gov. Please contact 573-522-2820 with any questions.



Missouri Eat Smart Child Care

1. Includes guidelines for menus and mealtime settings that promote healthy eating habits and a healthy weight status.
2. Guidelines recommend the following menu improvements:
 - More whole grains
 - More fruits and vegetables
 - Less processed foods
 - Lower fat milk
 - Fewer sweets



Apply at health.mo.gov/eatsmart



Missouri Breastfeeding Friendly Child Care

1. Includes establishing a written breastfeeding policy to support breastfeeding families.
2. Criteria assist child care providers in providing an environment that welcomes breastfeeding moms and sends a clear message that the facility sees breastfeeding as the normal and accepted way to feed babies.

Apply at <http://health.mo.gov/living/wellness/nutrition/breastfeedingfriendlychildcare/index.php>



Missouri MOve Smart Child Care

1. By meeting up to 12 standards, child care providers can guide children's optimal physical activity needs.
2. Includes adopting policies and practices.

Apply at health.mo.gov/movesmart



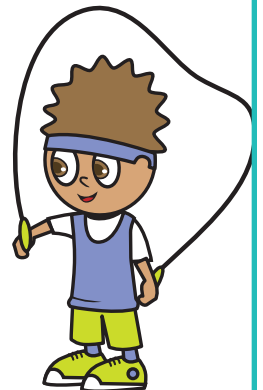
Improving Health and Wellness in Child Care

Join other child care facilities in Missouri that have improved **physical activity**, **nutrition** and **breastfeeding policies** to help children grow and develop.

Providers can apply for each of the awards and receive recognition from the Missouri Department of Health and Senior Services.

Optional training is available to learn how to meet guidelines.

www.moworksshopcalendar.org



TBI in Early Childhood

CONNECTING TO RESOURCES

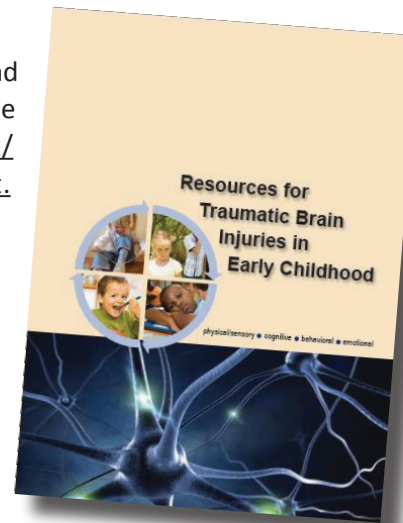
You probably know that Traumatic Brain Injury (TBI) in young children is often undiagnosed or misdiagnosed. The symptoms of undiagnosed TBI, especially in children, can contribute significantly to negative outcomes when children are then misdiagnosed with behavioral or developmental problems. In an effort to increase the likelihood of a positive outcome for young children who have experienced a TBI, the Department of Health and Senior Services has produced a valuable "toolkit" entitled, Resources for Traumatic Brain Injuries in Early Childhood.

A TBI is caused by a bump, blow, or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from "mild" (i.e., a brief change in mental status or consciousness) to "severe" (i.e., an extended period of unconsciousness or memory loss after the injury). Most TBIs that occur each year are mild, commonly called concussions.¹

In Missouri 901 children, ages 0 – 4, received medical attention for TBI in 2013 (See graphic 1). This toolkit provides pertinent information for parents and educators on a variety of topics and issues including brain development, TBI definitions, diagnosis, treatment, prevention, and of course resources. It is conveniently divided into a Parent's Section and Educator's Section to help facilitate accessibility of pertinent information respective to each group. Links to online educational videos, and resources

expand the users options and the Toolkit can be found online at <http://health.mo.gov/living/healthcondiseases/tbi/toolkit.php>.

It is important for professionals in the Child Care fields to stay informed and up-to-date on the resources available to young children who have experienced a TBI. We encourage professionals and organizations that work with children to include TBI education and screening in their standard health assessment protocol. We are willing to collaborate with individuals and organizations to help incorporate these basic measures into your programs. Visit our website or give us a call and Show Missouri's Children that you care.



¹CDC http://www.cdc.gov/traumaticbraininjury/get_the_facts.html

Hard copies can be ordered by calling or emailing:

Ellen Whittington
920 Wildwood Dr.; PO Box 570
Jefferson City, MO 65102-0570
Phone: (573)751-6246
Email: ellen.whittington@health.mo.gov
<http://health.mo.gov/living/healthcondiseases/tbi/index.php>

Injuries: <u>Residents</u> of Missouri		
Mechanism: = All Injuries		
<u>Injury Location: Traumatic Brain Injury</u>		
	Year	
	2013	
Age	Number	Rate
10 - 14	1,663	423.8
5 - 9	926	236.2
1 - 4	685	227.4
Under 1	216	287.1
Total for Selection	3,490	300.6
Rates per 100,000 Crude Rate		
Rotate	Download	

Data provided by DHSS Injury MICA (Missouri Information for Community Assessment).

Recall

#1

Unsafe Products, and How to Obtain Recall Information

The U.S. Consumer Product Safety Commission (CPSC) is an independent federal regulatory agency that works to reduce the risk of injuries and deaths from consumer products. The CPSC issues approximately 300 product recalls each year, including many products found in child care settings. Many consumers do not know about the recalls and continue to use potentially unsafe products. As a result, used products may be lent or given to a charity, relatives or neighbors or sold at garage sales or secondhand stores. You can help by not accepting, buying, lending or selling recalled products. You can contact the CPSC to find out whether products have been recalled and, if so, what you should do with them. If you have products that you wish to donate or sell and you have lost the original packaging, contact the CPSC for product information. It is the responsibility of child care providers to ensure that recalled products are not in use in their facilities.

The CPSC's toll-free hotline is available at 800.638.2772. The hearing impaired can call 800.638.8270. Information also is available on the CPSC website at: www.cpsc.gov.

This quarter we are highlighting a product that has recently been recalled and is commonly found in child care facilities.

Manhattan Toy Recalls Table Top Toys Due to Choking Hazard

The round plastic beads can break, posing a choking hazard.

Recall date: March 31, 2016

Recall number: 16-129

Recall Summary

Name of product:

Busy Loops table top toys

Hazard:

The round plastic beads can break, posing a choking hazard.

Consumer Contact:

Manhattan Toy Company at 800-541-1345 from 9 a.m. to 5 p.m. CT Monday through Friday or online at www.manhattantoy.com and click on Recalls for more information.

Units

About 2,100 (in addition, 448 were sold in Canada)

Description

Busy Loops table top toys have orange, green, blue and purple plastic tubing with plastic beads threaded on the tubing that can slide up and down. The tubes sit on a blue plastic base with an orange plastic suction cup. The toy is about 4.5" W x 4.5" L x 7" H. The model number 700470 and lot code FH are printed on the bottom of the blue base.

Incidents/Injuries

The firm has received two reports of beads breaking off the toy. No injuries have been reported.

Remedy

Consumers should immediately stop using the recalled toy and return it to the store where it was purchased or contact Manhattan Toy for a full refund.

Sold at

BuyBuy Baby and other toy stores nationwide, and online at Amazon.com and Kohls.com from September 2015 through January 2016 for about \$15.

Importer(s)

The Manhattan Toy Company, of Minneapolis

Distributor(s)

The Manhattan Toy Company, of Minneapolis

Manufactured in

China

<http://www.cpsc.gov/en/Recalls/2016/Dollar-General-Recalls-Construction-Truck-Toy-Vehicles/>



Dollar General Recalls Construction Truck Toy Vehicles Due to Fire and Burn Hazards; Sold Exclusively at Dollar General

The toy truck's remote control can short circuit, causing it to overheat and posing fire and burn hazards.

Recall date: February 04, 2016

Recall number: 16-092

Recall Summary

Name of product:

Toy trucks

Hazard:

The toy truck's remote control can short circuit, causing it to overheat and posing fire and burn hazards.



Consumer Contact:

Dollar General at 800-678-9258 from 8 a.m. to 5 p.m. CT Monday through Friday, email at custsv@dollargeneral.com or online at www.dollargeneral.com and click on Product Recalls at the bottom of the page under the Help section for more information.

Recall Details

Units

About 27,000

Description

This recall involves a toy excavator and a shovel loader. The remote controlled plastic toys are orange with black and orange wheels. Both have tracking code 90RWE15 marked on the back of the battery compartment. UPC number 00430000549030 can be found on the bottom of the packaging. Power, Shovel Loader and Super Power are printed on stickers located on the side of the excavator. UPC 00400001622537 can be found on the bottom of the packaging. 6000Kg Peakload, FL-330 Deluxe Crane, and Crane Super Truck are printed on stickers located on the side of the shovel loader.

Incidents/Injuries

Dollar General has received five reports of the toy's remote control overheating. No injuries have been reported.

Remedy

Consumers should immediately take the recalled toy vehicles away from children and contact Dollar General for a full refund.

Sold exclusively at

Dollar General stores nationwide and online at www.dollargeneral.com from July 2015 through December 2015 for about \$10.

Importer(s)

Dollar General Corp., of Goodlettsville, Tenn.

Distributor(s)

Dollar General Corp., of Goodlettsville, Tenn.

Manufactured in

China

<http://www.cpsc.gov/en/Recalls/2016/Safety-1st-Recalls-Decor-Wood-Highchair/>

Safety 1st Recalls Décor Wood Highchairs Due to Fall Hazard

A child can remove the highchair's tray, posing a fall hazard.

Recall date: October 08, 2015

Recall number: 16-006

#3

Recall Summary

Name of product:

Décor Wood Highchair

Hazard:

A child can remove the highchair's tray, posing a fall hazard.

Remedy:

Consumer Contact:

Safety 1st toll-free at (877) 717-7823 from 8 a.m. to 5 p.m. ET Monday through Friday, email at decorwoodhighchair@djgusa.com or online at www.safety1st.com and click on "Safety Notices" at the top of the page for more information.

Recall Details

Units

About 35,000

Description

This recall includes Safety 1st Wood Décor highchairs in three models: HC144BZF (Casablanca), HC229CZF (Gentle Lace) and HC229CYG (Black Lace). The model numbers are printed under the highchair seat. These A-frame black wood highchairs have a removable fabric, black and white print seat pad with a blue or pink border on the top and bottom of the seat pad. The highchairs have a white plastic, detachable tray with a cone-shaped center divider that fits between a child's legs. "Safety 1st" is printed on the front center of the tray.

Incidents/Injuries

Safety 1st has received 68 reports of children removing the trays including 11 reports of injuries such as lacerations, chipped teeth and bruises.

Remedy

Consumers should immediately stop using these recalled highchairs and contact the firm to receive instructions on receiving a new tray with labels.

Sold at

Babies R US and Toys R Us retail stores nationwide and online at www.Amazon.com, www.BabiesRUs.com, www.ToysRUs.com and www.Walmart.com and other online retailers from May 2013 through May 2015 for about \$120.

Importer(s)

Dorel Juvenile Group, of Columbus, Ind.

Manufactured in

China



*Consumers should **immediately stop using these recalled highchairs** and contact the firm to receive instructions on receiving a new tray with labels.*



Cool as a Cucumber Summer Salad

6-8 cups cucumbers, peeled and thinly sliced (about 4 medium cucumbers)
1 red onion, thinly sliced (optional) and/or 2 cups grape tomatoes (cut in half for younger children)
1/2 cup plain yogurt (Greek works best)
4 T. mayonnaise
2-3 T. apple cider vinegar
Salt and pepper, to taste
2 tsp. dill weed (optional)

Wash and peel the vegetables, as needed.

Slice cucumbers and onion, if using. Cut tomatoes in half if needed.

Generously salt cucumbers and onion, toss, and place in colander to drain for 10 minutes, to reduce bitterness.

Rinse salt off cucumbers and onions.

Mix yogurt, mayonnaise, vinegar and dill weed together. Add salt and pepper to taste.

Mix dressing and vegetables together. Chill until service.

Makes 16 –20 half cup servings.

Fresh Fruit Salad with Cinnamon Chips

8 cups chopped fresh fruit—apples, pears, kiwi, strawberries, blackberries, blueberries, pineapple and mango
all work well in this recipe

1 T. lemon juice

1 T. honey*

2 T. Chia seeds, optional**

Preheat oven to 350 degrees.

Wash and drain the fruit.

Finely chop fresh fruits.

Mix the fruits with lemon juice, honey and chia seeds, if using. Chill the salsa.

Spray each tortilla lightly with cooking spray. Place the tortillas on a large sheet pan. Use a pizza cutter to cut each tortilla into 8 wedges. Sprinkle lightly with cinnamon. Bake tortillas for 10 minutes. Allow tortillas to cool before serving.

Makes 16 servings. 1 serving=1/2 c. fruit and 1/2 slice bread.

* Do not serve honey to children under one year of age. Replace with frozen apple juice concentrate or table sugar.

**The chia seeds will absorb liquid and swell, giving the salsa a slightly jammy texture. They are an excellent source of fiber!

Hints for Bottle-feeding the Breastfed Baby



- Breastfed babies usually eat more frequently than formula fed babies because breast milk is digested quickly and easily. Feedings may range between 1½ to three hours. Feed breastfed babies when their cues indicate hunger, not on a time schedule. Early hunger cues include mouth movements, rooting, sucking on hands, and restlessness. Crying is a late hunger cue.
- Feed the baby in a way that mimics breastfeeding. Hold the baby in an upright position, and never put a baby to bed with a bottle. Avoid holding the bottle in a vertical position.
- Feed slowly. Since milk flows faster from bottles than from the breast, it is important to pace the feeding by pausing frequently to burp, switch sides, or talk to the baby. Rapid feedings can lead to overfeeding, which puts the mother's milk supply at risk and can cause discomfort in the baby. Pacing the feeding gives infants time to recognize that they are full.
- Stop feeding when the baby is satisfied. Do not force a baby to finish "just the last bit" of a bottle. If the baby is dozing off and releasing the bottle nipple

before the bottle is empty, the baby is done. Don't reawaken the baby to take more. If bottles are often left unfinished, ask the mother to send milk in smaller amounts.

- Breastfed babies sometimes eat smaller amounts at each feeding than babies who are formula fed. The amount of milk consumed may or may not increase with the age of the baby.

Where can I find more information on breastfeeding?

- The Missouri Breastfeeding Friendly Worksite Program educates worksites on the value of providing lactation support in the worksite and to recognize businesses that support their breastfeeding employees. Visit the website at <http://health.mo.gov/living/families/wic/breastfeeding/support.php>.
- Missouri Breastfeeding Coalition - www.mobreastfeeding.org

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This publication provides topical information regarding young children who are cared for in child care settings. We encourage child care providers to make this publication available to parents of children in care or to provide them with the web address: health.mo.gov/safety/childcare/newsletters.php so they can print their own copy.

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Alternate forms of this publication for persons with disabilities may be obtained by contacting the Missouri Department of Health and Senior Services, Section for Child Care Regulation, P.O. Box 570, Jefferson City, MO, 65102, 573.751.2450. Hearing- and speech-impaired citizens can dial 711. EEO/AAP services provided on a nondiscriminatory basis.

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